Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Year 10 English: *Macbeth* Text Response Essay Assessment Task Rubric**

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| **Criteria** | **Not Shown 0** | **Very Low 1** | **Low 2** | **Medium 3** | **High 4** | **Very High 5** |
| The essay shows evidence of effective preparation. A detailed dot-point plan is included, with dot points containing relevant ideas and supporting evidence from the text, including quotations. | The essay shows little or no evidence of preparation AND the dot-point plan is very brief or not submitted. | The essay shows some evidence of preparation but the dot-point plan is very brief OR not submitted. | The essay shows evidence of satisfactory preparation but the dot-point plan is somewhat brief or lacks detail. | The essay shows evidence of good preparation. The plan is reasonably detailed, with dot points containing relevant ideas and supporting evidence from the text, including quotations. | The essay shows evidence of very effective preparation. The plan is detailed, with dot points containing many relevant ideas and examples of effective evidence from the text, including quotations. | The essay shows evidence of extremely thorough preparation. The plan is very detailed, with dot points containing many relevant ideas and examples of effective evidence from the text, including carefully selected quotations. |
| The essay is of the required length and is relevant to the chosen topic. The essay explores a range of suitable ideas in detail. | The essay is much shorter than the minimum length AND/OR not relevant to the chosen topic. Very few ideas are explored or the essay retells the plot of the text. | The essay is somewhat shorter than the minimum length AND/OR not entirely relevant to the chosen topic. Few ideas are explored or the essay retells the plot of the text. | The essay just meets the minimum length requirements AND is mostly relevant to the chosen topic. Some suitable ideas are explored. | The essay meets or exceeds the minimum length requirements and is relevant to the chosen topic. The essay explores a range of suitable ideas in detail. | The essay exceeds the minimum length requirements and is highly relevant to the chosen topic. It explores a wide range of suitable ideas in depth and detail. | The essay exceeds the minimum length requirements and is highly relevant to the chosen topic. It is insightful and explores a wide range of suitable and sophisticated ideas in depth and detail. |
| The essay shows a detailed and accurate knowledge of the text, including plot, characters, themes, structure, language features, etc. Ideas are supported with evidence from the text, including quotations. | The essay shows little or no knowledge of the text or is factually incorrect. Very little or no evidence from the text is used. | The essay shows limited knowledge of the text. Little evidence from the text is used. | The essay shows some accurate knowledge of the text. A few examples of evidence from the text are used. | The essay shows an accurate knowledge of the text. Ideas are supported effectively with evidence from the text, including some quotations. | The essay shows a detailed and accurate knowledge of the text. Ideas are supported very effectively with a wide range of evidence from the text, including many quotations. | The essay shows a very detailed and accurate knowledge of the text. Ideas are supported very effectively with a wide range of evidence from the text, including many well-chosen quotations. |
| The essay uses a complete and effective TEEL structure, including an introduction, three to four main body paragraphs with strong topic sentences and a conclusion. | Most of the following TEEL features are missing, short, incomplete or ineffective: an introduction, 3-4 main body paragraphs with topic sentences and links and a conclusion. | Some of the following TEEL features are missing, short, incomplete or ineffective: an introduction, 3-4 main body paragraphs with clear topic sentences and links and a conclusion. | All of the following TEEL features are present and satisfactory: an introduction, 3-4 main body paragraphs with clear topic sentences and a conclusion. | All of the following TEEL features are present and of a good standard: an introduction, 3-4 developed main body paragraphs with strong topic sentences and links and a conclusion. | All of the following TEEL features are present and of a high standard: detailed introduction, 3-4 well-developed main body paragraphs with strong topic sentences and an effective conclusion. | All of the following TEEL features are present and of a very high standard: a detailed and engaging introduction, 3-4 well-developed main body paragraphs with strong topic sentences and an effective conclusion. |
| The essay shows a wide range of effective and appropriate paragraphing, sentence structure, vocabulary expression, spelling and punctuation. | Little or no use of effective and appropriate paragraphing, sentence structure, vocabulary expression, spelling and punctuation. | Use of a limited range of effective and appropriate paragraphing, sentence structure, vocabulary expression, spelling and punctuation. | Satisfactory use of a range of effective and appropriate paragraphing, sentence structure, vocabulary expression, spelling and punctuation. | Good use of a range of effective and appropriate paragraphing, sentence structure, vocabulary expression, spelling and punctuation. | Very good use of a wide range of effective and appropriate paragraphing, sentence structure, vocabulary expression, spelling and punctuation. | Excellent use of a wide range of effective, appropriate and sophisticated paragraphing, sentence structure, vocabulary expression, spelling and punctuation. |

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| **UG**  **<10** | **Very Low**  **10** | **Very Low +**  **11** | **Low**  **12-13** | **Low +**  **14** | **Medium**  **15-16** | **Medium +**  **17-19** | **High**  **20-21** | **High +**  **22** | **Very High**  **23-24** | **Very High +**  **25** |